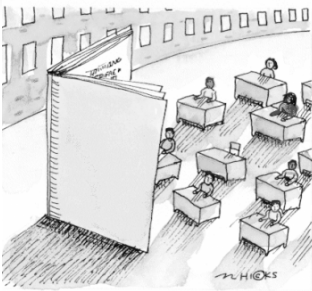


## Reading in the Content Areas



Laura Terrill

<https://www.tes.com/lessons/bx2MR4btAJl8Ow/18-read-82-aldp-step-4-post-secondary-literacy-content-area-study>

lterrillwoodward.wikispaces.com

**Laura Terrill**  
 wiki: lauraterill.wikispaces.com  
 email: lterrill@gmail.com  
 pinterest: lterrillindy

Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design  
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

### Summit for Transformative Learning

Day 1	
Powerpoint Slide Handout	Literacy in the Communicative Modes.pdf Details Download 23 MB
ACTFL IPA Comprehension Guide	ACTFL INTERPRETIVE IPA.docx Details Download 159 KB
ACTFL IPA Interpretive Rubric	Integrated Performance Assessment Inte... Details Download 13 KB
ACTFL Individual and Blended Rubrics	Individual & Blended Rubrics ACTFL IPA ... Details Download 117 KB

## SESSION LEARNING TARGETS



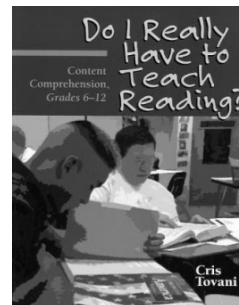
I can **identify** strategies that support reading comprehension.

I can **apply** before, during, and after reading strategies to a variety of texts.

I can **use** visuals to enhance comprehension and to promote visual literacy.

Hart and Terrill, ACTFL 2006

3



Everyone is a reading teacher.

Teaching reading is as important as teaching content.



Are you a good,  
strategic reader in all  
content areas?



What have you  
struggled to read lately?

## Time for a Test in English or in French?



Australia vs. England

or

Les Fleuves et les  
Montagnes  
de la France

Laura Terrell

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## Comprehensible? Meaning bearing?

### Australia vs. England

A hair raising century by Australian opener Greene Wood on Friday set England back on its heels in the third test at the Melbourne Cricket Ground. Unfortunately, living dangerously eventually cost the Australians the match. Wood was caught out of his crease on the first over after lunch. Within 10 more overs, the Australians were dismissed. Four were dismissed by dangerous running between creases. Two were dismissed when the English bowlers lifted the balls from the batsmen's wickets. The three remaining batsmen were caught by English fieldsmen. One was caught as he tried for a six. When the innings were complete, the Australians had fallen short of the runs scored by the English.

Intercultural Development Research Association  
Desegregation Assistance Center-South Central Collaborative  
Teaching Content: ESL Strategies for Classroom Teachers

Laura Terrell

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## Comprehensible? Meaning bearing?



Laura Terrell

### Les Fleuves et les Montagnes de France

Les montagnes les plus importantes de France sont les Alpes. Le sommet le plus haut de France se trouve dans les Alpes et s'appelle le Mont Blanc. Les Alpes séparent la France de l'Italie et la Suisse.

Un peu au nord des Alpes il y a deux chaînes de montagnes qui s'appellent le Jura et les Vosges. Au centre de la France se trouve le Massif Central. Les Pyrénées sont une chaîne de montagnes très pittoresques qui séparent la France de l'Espagne.

Les fleuves principaux de la France sont: la Loire, la Seine, le Rhin, le Rhône et la Garonne.

8

## Comprehensible? Meaning Bearing?

### Australia vs. England

A hair raising century by Australian opener Greene Wood on Friday set England back on its heels in the third test at the Melbourne Cricket Ground. Unfortunately, living dangerously eventually cost the Australians the match. Wood was caught out of his crease on the first over after lunch. Within 10 more overs, the Australians were dismissed. Four were dismissed by dangerous running between creases. Two were dismissed when the English bowlers lifted the balls from the batsmen's wickets. The three remaining batsmen were caught by English fieldsmen. One was caught as he tried for a six. When the innings were complete, the Australians had fallen short of the runs scored by the English.

International Development Research Association  
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Reading Center  
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### Les Fleuves et les Montagnes de France

Les montagnes les plus importantes de France sont les Alpes. Le sommet le plus haut de France se trouve dans les Alpes et s'appelle le Mont Blanc. Les Alpes séparent la France de l'Italie et la Suisse.

On peut aussi dire qu'il y a deux chaînes de montagnes qui s'appellent la Jura et les Vosges. Au centre de la France se trouve le Massif Central. Les Pyrénées sont une chaîne de montagnes très pittoresques qui séparent la France de l'Espagne.

Les fleuves principaux de la France sont: la Loire, la Seine, le Rhin, le Rhône et la Garonne.



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## Jean and Andre

Jean and Andre are brothers. Jean is older. The two go to a school which is found less than five kilometers from their home in Paris. Although there is a difference in age of three years between the two brothers, their grade levels are only two years apart. Andre is in sixth grade.

### What grade is Jean in?

Enriching Content Classes for Secondary Students (National Level)

## Read Alouds



- Strong positive correlation between read-aloud experiences and vocabulary development
- Positively linked to student motivation, increased vocabulary, writing skills and comprehension, greater verbal fluency
- Increases exposure to academic language, we do not speak like the books we read
- Allows teachers to work with academic words in context and throughout the development of a story

Laura Terrill

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## HOW AUDIO PROMOTES LITERACY

BENEFITS OF AUDIO TO LEARNING HOW TO READ

The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.

—Reading a Report of Research: The Impact of the Communities in Reading

**INCREASES READING ACCURACY BY 52%**

**TEACHES** INCREASES READING SPEED  
P R U H • N U H N • S E E • Y E • S H U N E X P A N D S V O C A B U L A R Y

**BENEFITS OF AUDIO TO OTHER TYPES OF LEARNING**  
Children who are better listeners are also better learners.

—North University of Texas professor emerita Sara Lindsten

**85%** of what we learn, we learn by listening. **21%** of test scores increased when students used audio.

**2 GRADE LEVELS** Students can listen and comprehend 2 grade levels above their reading level. **INCREASES MOTIVATION BY 67%** of the 4-12 population are auditory learners.

Source available at: [soundlearning.org/files/bkblography.pdf](http://soundlearning.org/files/bkblography.pdf)

## NCTE definition of literacy

**21<sup>st</sup> Century Literacies.** Acknowledging that reading and writing are no longer sufficient literacy skills in today's world, the National Council of Teachers of English (NCTE) has expanded the definition of literacy to address the intensity and complexity of communication in a rapidly changing world. Their definition of 21st century literacies (NCTE, 2013) states:

Active, successful participants in this 21st century global society must be able to:

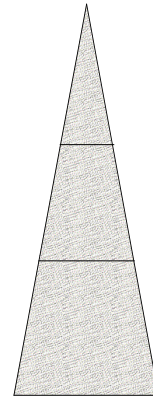
- develop proficiency and fluency with the tools of technology;
- build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- design and share information for global communities to meet a variety of purposes;
- manage, analyze, and synthesize multiple streams of simultaneous information;
- create, critique, analyze, and evaluate multimedia texts; and
- attend to the ethical responsibilities required by these complex environments.

## Traditional Format

Reading assignment given

Independent reading

Discussion to see if students learned main concepts, what they "should have" learned



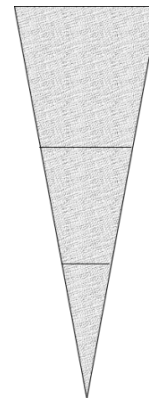
*Adapted from McREL  
blackline masters*

## The Blurvle Ceremony

The axtlzbn is worn primarily by meebbs for the blurvle ceremony each kipto. It consists of a wlomb made of cygde and tied with a qorf. It is decorated with many hujas.

1. Describe the axtlzbn.
2. Who wears an axtlzbn?
3. What ceremony is it for?
4. Fill in the blanks: The \_\_\_\_\_ is worn by \_\_\_\_\_ for the \_\_\_\_\_.

## Strategic Format



Prereading activities:

Discussion  
Predictions  
Questioning  
Brainstorming  
Setting Purpose

Guided ACTIVE  
silent reading

Activities to clarify,  
reinforce, extend  
knowledge

It is really quite simple. First you arrange things into different groups. Of course, one group may be sufficient depending on how much there is to do. It is important not to overdo things. That is, it is better to do too few things than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of it. After the procedure is completed one arranges the materials into different groups again. Then the groups can be placed in their appropriate places. Eventually, they will be used once more and the whole cycle will then have to be repeated.

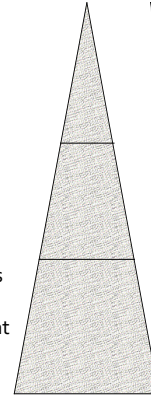


### Strategic Format

Reading assignment given

Independent reading

Discussion to see if students learned main concepts, what they "should have" learned

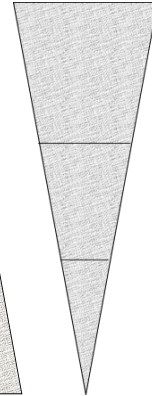


### Traditional Format

Prereading activities:  
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Guided ACTIVE  
silent reading

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reinforce, extend  
knowledge

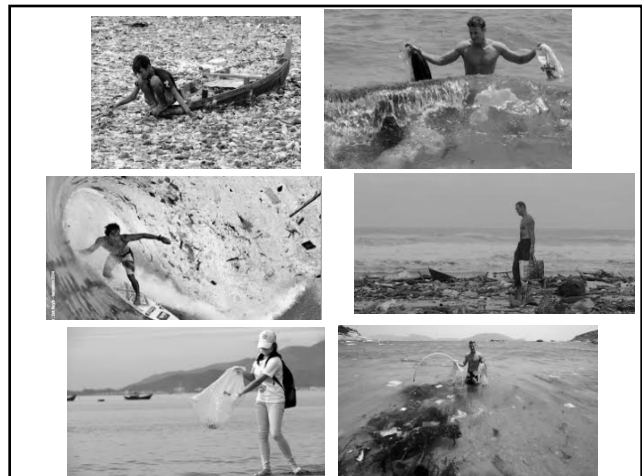


*How do I capture the interest of the learner?*



Laura Terrill

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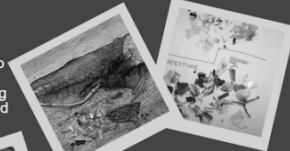
## The Great Garbage Patch



## Plastic pollution is affecting human health

FACT

Research into the additives in plastic have shown them to contain many endocrine disrupting chemicals associated with human health



Research has shown that micro plastics in the ocean are adsorbing chemicals, including endocrine disrupting Persistent Organic Pollutants, from the surrounding water. These are now being found in dangerously high concentrations

**These chemicals are entering the food chain. We are at the top of that food chain.**

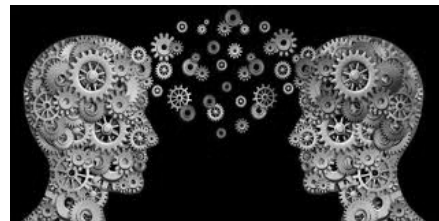
**More than 8 million tons of plastic are dumped in our oceans every year.** <https://www.plasticoceans.org/the-facts/>

The proliferation of plastic products in the last 70 years or so has been extraordinary; quite simply we cannot now live without them. We are now producing nearly 300 million tons of plastic every year, half of which is for single use. More than 8 million tons of plastic is dumped into our oceans every year.

Plastic is cheap and incredibly versatile with properties that make it ideal for many applications. However, these qualities have also resulted in it becoming an environmental issue. We have developed a "disposable" lifestyle and estimates are that around 50% of plastic is used just once and thrown away.

Plastic is a valuable resource and plastic pollution is an unnecessary and unsustainable waste of that resource.

**"No water, no life. No blue, no green."**



### Common Core State Standards for English Language Arts and Literacy

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

### Fiction....



- Are students able to demonstrate comprehension?
- Are they able to connect the themes of the text to their lives and other situations?
- Are they able to read text that is increasingly more complex?
- Are they able to read individually and demonstrate comprehension?

### Nonfiction



- How do students use the questions we give them and how do they questions of their own?
- How do they use the clues an author provides to identify main ideas and supportive details?
- How do they successfully summarize and retell the important information both during and after reading?
- Are they able to recognize the most common textual patterns—comparing and contrasting, explaining causes and effects, laying out a sequence of events, describing a process?

Adapted from Discovering Nonfiction: 25 Powerful Teaching Strategies

### What is your instructional purpose?

A young teacher tried her hand at developing her first differentiated lesson plan. "Could you give it a look and see if I'm on the right track?" she asked me.

Her 4th graders were all reading the same novel. She had fashioned five tasks, which she was going to assign to students based on what she perceived to be their readiness levels. The tasks were to

- create a new jacket for the book,
- build a set for a scene in the book,
- draw one of the characters,
- rewrite the novel's ending, or
- develop a conversation between a character in this novel and one from another novel they had read in class that year.

The Differentiated Classroom:  
Responding to the Needs of All Learners

After I looked at the tasks, I asked a question I wish someone had insisted I answer daily in the first decade of my teaching: **"What do you want each student to come away with as a result of this activity?"**

She squinted and answered, "I don't understand."

I tried again: "What common insight or understanding should all kids get because they successfully complete their assigned task?"

She shook her head: "I still don't get it."

"Okay. Let me try another way." I paused. "Do you want each child to know that an author actually builds a character? Do you want them all to understand why the author took the time to write the book? Do you want them to think about how the main character's life is like their own? Just what is it that the activities should cause the students to make sense of?"

Her face flushed, and she waved her hand as if shooing away a bug. "Oh my gosh!" she exclaimed. "I thought all they were supposed to do was read the story and do something with it!"

Carol Ann Tomlinson

## What is your instructional purpose?

1. Decide what students should know after reading the text. Focus on essential information only.
2. Anticipate what might cause students difficulty. Are students lacking background knowledge? is the vocabulary difficult? is the subject matter challenging? is the organization of the text confusing?
3. What do you want them to be able to do with the information once they have finished reading? How will they hold their thinking so they can return to it later to use in a discussion, a paper or a project?
4. Model how they should hold their thinking. Should they mark text, use sticky notes, complete a double-entry diary?

Adapted from Do I Really Have to Teach Reading, Chris Tovani



Read and/or listen



Talk about it



Write about it

- Close reading of increasingly complex texts
- Interaction with multiple print, auditory, and visual sources
- Express own ideas clearly and persuasively in conversation
- Writing to persuade, explain and convey experience

## Getting the most out of a text



Read and/or listen



Talk about it



Write about it

Impact on  
Vocabulary Development




- Multiple repetition in context (up to 20 times)
- Allows for word analysis – how do you know what this word means, context clues, prefixes, etc.
- Allows students to build understanding of the new word and demonstrate understanding by using it in the productive skills



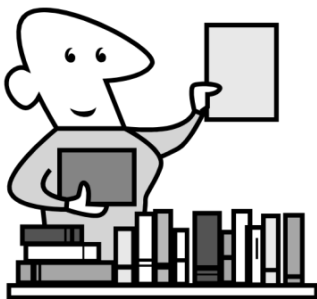


1. What text will your students be reading?
2. What is your instructional purpose for choosing that text?
3. How will you assess student learning?

## Before/During/After

	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Prediction</li> <li>• Questioning</li> <li>• Brainstorming</li> <li>• Setting purpose</li> </ul>
	<ul style="list-style-type: none"> <li>• Guided</li> <li>• Active</li> <li>• Silent</li> <li>• Individual</li> </ul>
	<ul style="list-style-type: none"> <li>• Clarify</li> <li>• Reinforce</li> <li>• Extend knowledge</li> </ul>

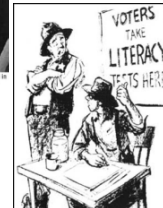
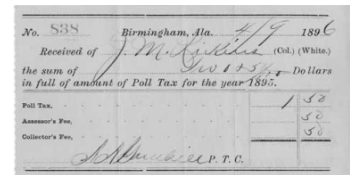
## Before Reading Strategies



## Logographic Clues



FIGHTING FOR THE VOTE: Young civil rights activists joined the Mississippi in the summer of 1964 to demand voting rights for all. TED YOUNGBLANK COLLECTION / NEWSPHOTO



## Anticipation Guide

Read the following 3 statements prior to reading the text and decide if you agree or disagree with the statement. Then, predict what you think the text will be about. As you read look for evidence to support your choice. When you finish reading, decide if you have changed your opinion.

	Before reading	After reading
1. The number of registered voters and the voting-age population are approximately the same.	Agree/disagree	Agree/disagree
2. After the Fifteenth Amendment, blacks had to prove that they were denied the right to vote because of race.	Agree/disagree	Agree/disagree
3. Once women were given the right to vote, they voted in large numbers.	Agree/disagree	Agree/disagree

## During Reading Strategies



## The Rise of the American Electorate

This interpretation opened the door to all manner of state stratagems to keep blacks from voting. One was a literacy test (a large proportion of former slaves were illiterate); another was a requirement a poll tax be paid (most former slaves were poor); a third was the practice of keeping blacks from voting in primary elections (in the one-party South the only meaningful election was the Democratic primary). To allow whites who were illiterate or poor to vote, a grandfather clause was added to the law, saying that a person could vote, even if he did not meet the legal requirements, if he or his ancestors voted before 1867 (blacks, of course, could not vote before 1867). When all else failed, blacks were intimidated, threatened, or harassed if they showed up at the polls.

## Say Something

Read the text stopping at the end of each paragraph. Alternate who says something first. Make a prediction, ask a question, make a comment or make a connection. Jot down what was said.

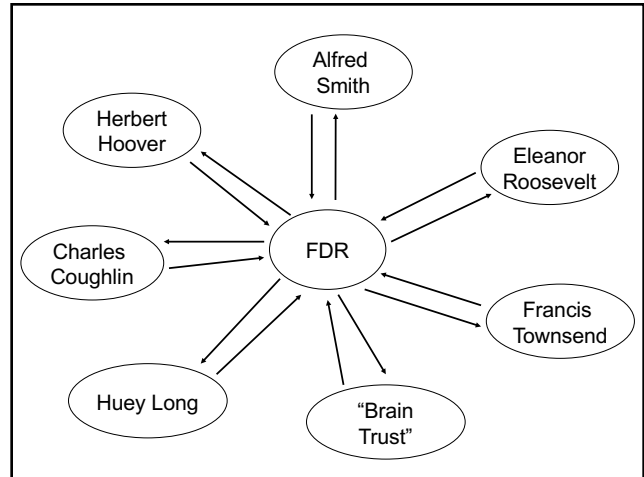
### Text Encoding

- ! — Very important
- ✓ — Somewhat important
- ? — Confusing

## Making Connections

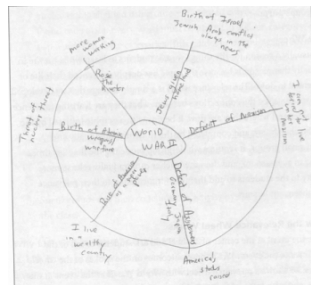
Read the paragraph below and make a text-to-self, text-to-text or text-to-world connection. Highlight one idea and explain how it connects.

A final point: voting is only one way of participating in politics. It is important (we could hardly be considered a democracy if nobody voted), but it is not all-important. Joining civic associations, supporting social movements, writing to legislators, fighting city hall—all these and other activities are ways of participating in politics. It is possible that, by these measures, Americans participate in politics more than most Europeans—or anybody else for that matter. Moreover, it is possible that low rates of registration indicate that people are reasonably well satisfied with how the country is governed. If 100 percent of all adult Americans registered and voted (especially under a system that makes registering relatively difficult), it could mean that people were deeply upset about how things were run. In short, it is not at all clear whether low voter turnout is a symptom of political disease or a sign of political good health.



## Relevance Wheel

- Students write the event at the center of the wheel.
- They then write the outcomes of the event on the spokes of the wheel.
- Outside the wheel, they write the impact of the event on their lives.



Laura Terrill

The Language Rich Classroom  
Himmele & Himmele

## Turn Headings into Questions



- What obstacles did FDR overcome?
- Why did voters elect a new President?
- Who was on the winning team?
- What happened during the First Hundred Days?
- How did FDR restore the nation's confidence?
- How was the financial system reformed?
- What opposition emerged?
- Was the New Deal too much or not enough?

## Gist – 5 Ws and 1 H

- Teacher asks a text-dependent question — who, what, when, where, why or how.
- Each student writes an answer that is supported by textual evidence.
- Students share answers.
- Students are paired. The students collaborate to write the best possible answer, combining their ideas and/or using ideas they heard from other students.

Laura Tennill

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## After Reading Strategies



## Most Important Word

To review, choose 3-4 words that you feel are the most important words in the passage based on evidence in the text. Be ready to explain why you chose each word.

Or select important words and have students explain...

1. Strategems
2. Illiterate, literacy
3. Grandfather clause

## Anticipation Guide

Read the following 3 statements prior to reading the text and decide if you agree or disagree with the statement. Then, predict what you think the text will be about. As you read look for evidence to support your choice. When you finish reading, decide if you have changed your opinion.

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3. Once women were given the right to vote, they voted in large numbers.	Agree/disagree	Agree/disagree



....The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellowmen on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparations for our defense.

With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. The political system of the allied powers is essentially different in this respect from that of America....We owe it, therefore, to candor and to the amicable relations existing between the US and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and security. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the governments who have declared their independence.....an unfriendly disposition toward the United States.

## Peer Reading Coaching

### Section 1 Questions (for reader A)

1. Who are the allied powers that are referred to in the Monroe Doctrine?
2. What do Americans cherish according to the Doctrine?
3. How is the US government different from those of the allied powers?
4. What did the US want the allied powers to know?

### Section 2 Questions (for reader B)

5. What would the US government have to fear if the new republics in Latin America were overthrown?
6. How would the US make good on its threat without a navy?

### Section 4 Questions (for reader A)

## Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

Monroe Doctrine U.S.  
interfere threat  
allied powers Spain  
safety colonies

The Monroe Doctrine said that if the allied powers interfered to help Spain regain former colonies in Latin America, the U.S. would consider that a threat against the safety and security of the nation.

Buehl, 2001

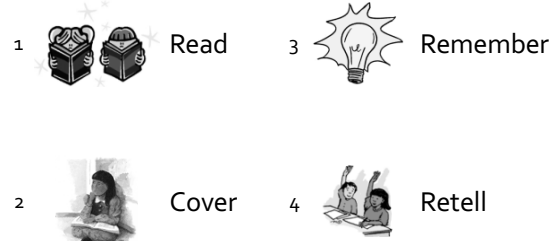
### John Locke: Two Treatises of Government

But through men, when they enter into society give up the equality, liberty, and executive power they had in the state of Nature into the hands of society...the power of society or legislative constituted by them can never be supposed to extend farther than the common good...Whoever has the legislative or supreme power of a common-wealth, is bound to govern by established standing laws, promulgated and known to the people, and not by extemporary decrees, by indifferent and upright judges, who are to decide controversies by those laws; ...

The reason why men enter into society is the preservation of their property; and the end while they choose and authorize a legislative is that there may be laws made, and rules set, as guards and fences to the properties of the society...

Whensoever, therefore, the legislative (power) shall transgress this fundamental rule of society, and either by ambition, fear, folly, or corruption, endeavor to grasp themselves, or put into the hands of any other, an absolute power over the lives, liberties, and estates of the people, by this breach of trust they forfeit the power the people had put into their hands...and it devolves to the people; who have a right to resume their original liberty....

### Read-Cover-Remember-Retell



### Retelling

1. Teacher reads a passage aloud.
2. Each student reads the same passage on their own, continuing to read and reread the passage until he is able to write a retelling in his own words.
3. Student writes a retelling.
4. Students share their retellings, noting the differences.

### Proof For / Proof Against

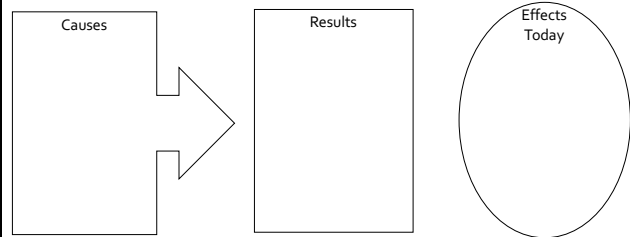
Proof For		Proof Against
	Men who live in societies must give up some of their liberty.	
	Locke believed that laws must be widely known.	
	People have the fundamental right to overthrow a corrupt government.	

### Double-Strategy, Double-Entry Diary

Quote from article	Connection to quote
"not by extemporary decrees"	like school rules for no reason
Quote or word from article	Question
"enter into society for preservation of property"	Is that the only reason that a society forms?

### Historical Causal Charts (Relevance)

- Students list events or discoveries on the left.
- They note results and effects on the right.



Laura Terrill




The Language Rich Classroom  
Himmele & Himmele

### Teammates Consult

According to Locke, how should a land be governed? Why do you think this is the case? What might happen if a land is not governed in this way?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

### Before/During/After

	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Prediction</li> <li>• Questioning</li> <li>• Brainstorming</li> <li>• Setting purpose</li> </ul>
	<ul style="list-style-type: none"> <li>• Guided</li> <li>• Active</li> <li>• Silent</li> <li>• Individual</li> </ul>
	<ul style="list-style-type: none"> <li>• Clarify</li> <li>• Reinforce</li> <li>• Extend knowledge</li> </ul>

## A.C.T.I.V.E

### Ask Questions



Who?      What?      When?  
 Where?    Why?      Which would?  
 If....then?    Who can?    How did?

Explicit vs. implicit questions

## A.C.T.I.V.E

### Ask Questions

**Roosevelt Takes Charge** In 1928, Herbert Hoover had almost no chance of losing his bid for the presidency. In 1932 however, Hoover had almost no chance of winning reelection. The depression had taken its toll. About 25 percent of the population was unemployed. Bank failures had wiped out peoples' savings. The hungry waited on long lines at soup kitchens.

Americans were ready for a change. In July of 1932, the relatively unknown governor of New York, Franklin D. Roosevelt, accepted the Democratic Party's nomination for President.

**Roosevelt Overcame Obstacles** Strangely enough, Americans had chosen a presidential candidate who had never known economic hardship. As a child, FDR had enjoyed all the privileges of an upper-class upbringing, including education at elite schools and colleges. From his parents and teachers, FDR gained a great deal of self-confidence and a belief that public service was a noble calling.

## A.C.T.I.V.E

### Connect:

- Text-to-self
- Text-to-text
- Text-to-world

Read aloud a short text and think aloud your comments.

Interesting idea      I'm confused      I disagree  
 Important idea      I remember      I'm surprised  
 I wonder



## A.C.T.I.V.E

### Connect:

- Text-to-self
- Text-to-text
- Text-to-world

"The country needs and, unless I mistake its temper, the country demands bold, persistent experimentation. It is common sense to take a method and to try it. If it fails, admit it frankly and try another. But above all, try something."

—FDR, *speech, May 22, 1932*

The 1932 election campaign pitted Roosevelt against President Herbert Hoover. The two men advocated very different approaches to the problems of the Great Depression. Hoover believed that depression relief should come from state and local governments and private agencies. Roosevelt believed that the depression required strong action and leadership by the federal government. As Hoover noted, "This campaign is more than a contest between two men....It is a contest between two philosophies of government."



## A.C.T.I.V.E

## Track Down



Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

## A.C.T.I.V.E

## Track Down

**FDR Swiftly Restores the Nation's Confidence** Roosevelt wasted no time dealing with the nation's number one crisis. Late in 1932, banks had begun to fail in great numbers. A banking panic gripped the nation as frightened depositors lined up outside banks, trying to withdraw their savings.

The day after his inauguration, Roosevelt called Congress into a special session and convinced them to pass laws to shore up the nation's banking system. The Emergency Banking Bill gave the President broad powers—including the power to declare a four-day bank "holiday." Banks all over the country were ordered to close. The closings gave banks time to get their accounts in order before they reopened for business.

Eight days after becoming President, Roosevelt delivered an informal radio speech to the American people. This was the first of many presidential fireside chats. They became an important way for Roosevelt to communicate with the American people. In the first fireside chat, FDR explained the measures he had taken to stem the run on banks. His calming words reassured the American people.....

## A.C.T.I.V.E

## Making Inferences



Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

## A.C.T.I.V.E

## Making Inferences

**The TVA Aids Rural Southerners** Americans living in the Tennessee River valley were among the poorest in the nation. Few had electricity, running water or proper sewage systems. In 1933, Congress responded by creating a government agency called the Tennessee Valley Authority (TVA). The TVA built a series of dams in the Tennessee River Valley to control floods and to generate electric power. The agency also replanted forests, built fertilizer plants, created jobs, and attracted industry with the promise of cheap power.

Despite its accomplishments, the TVA attracted a host of critics. Some called the TVA "socialist," because it gave government direct control of a business. Private power companies complained that they could not compete with the TVA, because the agency paid no taxes. However, the TVA's successes in improving life in the Tennessee Valley have ensured its survival to the present.

## A.C.T.I.V.E

## Visualizing



Create visual and other sensory images during and after reading.

Ask students to read, discuss and then draw what they see happening in the text. Drawings can be done on transparencies and shared with the class. Students might also be asked to select a song that relates to the text.

## A.C.T.I.V.E

## Visualizing

## ALFRED E. SMITH

Smith (1873–1944) served as governor of New York and ran for President in 1928. He believed the New Deal made the government too powerful and described it as a “trend toward Fascist control” and “the end of democracy.”

## Primary Source

“... Something has taken place in this country—there is a certain kind of foreign ‘ism’ crawling over [it]. . . . There can be only one Capitol, Washington or Moscow! There can be only one atmosphere of government, [the] clear, pure, fresh air of free America, or the foul breath of Communistic Russia.”



## FRANCIS TOWNSEND

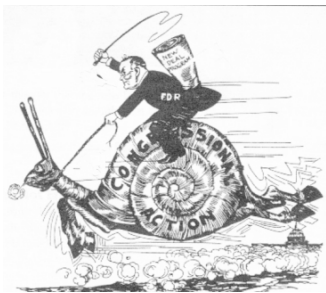
Townsend (1867–1960) was a medical doctor who felt the New Deal did not do enough to help older Americans devastated by the depression. He proposed a pension plan funded by a national sales tax.

## Primary Source

THE TOWNSEND PLAN  
\$200 PER MONTH FOR THOSE OVER  
65 YEARS OF AGE. THE SPENDING OF THIS  
MONEY WILL PUT THE CONTROL  
OF CREDIT IN THE HANDS OF  
THE PEOPLE—PREVENTING  
ECONOMIC CHAOS.



## Concrete / Relative / Abstract

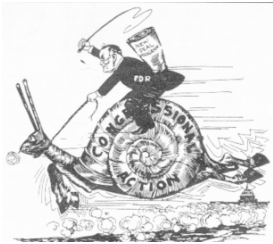


## Concrete



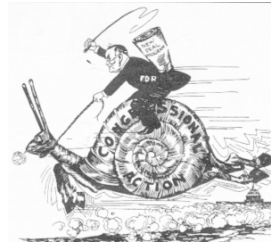
Tell me what you see.  
What is going on in the picture?

## Relative



Relate the picture or story to a personal experience.

## Abstract



Compare, contrast or connect the picture to an idea, to something else that is happening. What concept is represented here?

## A.C.T.I.V.E

Eureka!



Retell or synthesize what has been read.

Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.



What **before**, **during**, and **after** strategies will you use?

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani

## QUESTIONS



Thank You



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